**Level 4**

**Term 1**

**Term 2**

**Term 3**

**Term 4**

**Listening, reading, and viewing**

**Processes and strategies**

*Students will:*

* Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.  
  INDICATORS:
  + selects and reads texts for enjoyment and personal fulfilment
  + recognises and understands the connections between oral, written, and visual language
  + integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts
  + selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence
  + thinks critically about texts with increasing understanding and confidence
  + monitors, self-evaluates, describes progress, and articulates learning with confidence.

*By using these processes and strategies when listening, reading, or viewing, students will:*

**Purposes and audiences**

* Show an increasing understanding of how texts are shaped for different purposes and audiences.  
  INDICATORS:
  + recognises and understands how texts are constructed for a range of purposes, audiences, and situations
  + identifies particular points of view and recognises that texts can position a reader
  + evaluates the reliability and usefulness of texts with increasing confidence.

**Ideas**

* Show an increasing understanding of ideas within, across, and beyond texts.  
  INDICATORS:
  + makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them
  + makes connections by thinking about underlying ideas within and between texts from a range of contexts
  + recognises that there may be more than one reading available within a text
  + makes and supports inferences from texts with increasing independence.

**Language features**

* Show an increasing understanding of how language features are used for effect within and across texts.  
  INDICATORS:
  + identifies oral, written, and visual features used and recognises and describes their effects
  + uses an increasing vocabulary to make meaning
  + shows an increasing knowledge of how a range of text conventions can be used appropriately and effectively
  + knows that authors have different voices and styles and can identify and describe some of these differences.

**Structure**

* Show an increasing understanding of text structures.  
  INDICATORS:
  + understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts
  + identifies an increasing range of text forms and recognises and describes their characteristics and conventions.

**Speaking, writing, and presenting**

**Processes and strategies**

*Students will:*

* Integrate sources of information, processes, and strategies confidently to identify, form, and express ideas.  
  INDICATORS:
  + uses an increasing understanding of the connections between oral, written, and visual language when creating texts
  + creates a range of texts by integrating sources of information and processing strategies with increasing confidence
  + seeks feedback and makes changes to texts to improve clarity, meaning, and effect
  + is reflective about the production of own texts: monitors and self-evaluates progress, articulating learning with confidence.

*By using these processes and strategies when speaking, writing, or presenting, students will:*

**Purposes and audiences**

* Show an increasing understanding of how to shape texts for different purposes and audiences.  
  INDICATORS:
  + constructs texts that show an awareness of purpose and audience through deliberate choice of content, language, and text form
  + conveys and sustains personal voice where appropriate.

**Ideas**

* Select, develop, and communicate ideas on a range of topics.  
  INDICATORS:
  + forms and communicates ideas and information clearly, drawing on a range of sources
  + adds or changes details and comments to support ideas, showing thoughtful selection in the process
  + ideas show increasing awareness of a range of dimensions or viewpoints.

**Language features**

* Use a range of language features appropriately, showing an increasing understanding of their effects.  
  INDICATORS:
  + uses a range of oral, written, and visual features to create meaning and effect and to sustain interest
  + uses a range of vocabulary to communicate precise meaning
  + demonstrates a good understanding of spelling patterns in written English, with few intrusive errors
  + uses a wide range of strategies to self-monitor and self-correct spelling
  + writes with increasing speed and endurance to suit the nature of the task and its purpose, without significant loss of legibility
  + uses a range of text conventions, including grammatical conventions, appropriately, effectively, and with increasing accuracy.

**Structure**

* Organise texts, using a range of appropriate structures.  
  INDICATORS:
  + achieves some coherence and wholeness when constructing texts
  + organises and sequences ideas and information for a particular purpose or effect
  + uses a variety of sentence structures, beginnings, and lengths for effect.